

L'Université Western Ontario
Département d'études françaises
University College 138B

FRANÇAIS 1900E (anciennement 020)
2011-2012

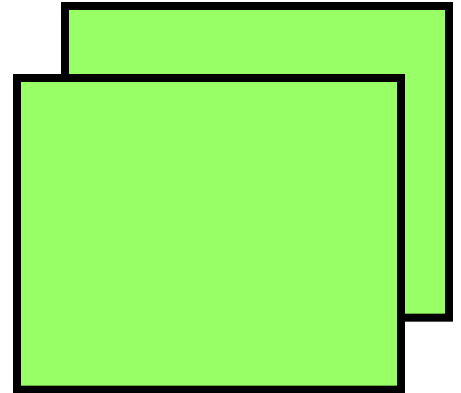


Schéma du cours

Coordonnateur : Jean Leclerc
Bureau : UC-128
Heures de bureau : Mardi et Jeudi, 10h30-11h30
jlecler@uwo.ca

À compléter :

Section : _____
Professeur(e) : _____
E-mail : _____
Bureau : _____
Heures de réception : _____

Description générale du cours

FR 1900E s'adresse aux étudiants qui ont déjà une bonne connaissance du français (OAC/CPO/12U,

Barème du cours

- Explication de texte (Molière) : 10%
- Dossier de lecture (Molière) : 5%
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À partir du roman *Terrasse à Rome* de Pascal Quignard, l'étudiant.e explorera un thème proposé par le professeur. Il s'agit d'un travail d'analyse dont les étapes préliminaires seront notées. Le dossier de lecture et le plan seront à remettre au cours du semestre. Le travail final devra compter au moins 1000 mots à double interligne, avec une taille de caractère 12. La présentation matérielle devra être conforme aux normes du département telles qu'énoncées dans le Guide des études françaises.

Devoirs de grammaire (10%) :

5 devoirs de grammaire seront ramassés au hasard pendant l'année. Chaque semaine, l'étudiant.e devra faire les exercices obligatoires, présentés proprement et effectués consciencieusement. Les brouillons illisibles ne seront pas acceptés. L'étudiant.e s'assurera de toujours apporter ses devoirs en classe afin de les présenter au professeur à sa requête, sans quoi il/elle obtiendra la note de 0. Aucun devoir en retard ne sera admis.

Tests (20%) :

Il y aura quatre tests pendant l'année, deux par semestre. Les tests sont constitués à parts égales de questions portant sur la langue et sur la littérature. Ils porteront sur toutes les œuvres vues en classe, y compris les extraits. Ils dureront 50 minutes et l'étudiant.e n'aura droit à aucun livre.

Présence et Participation (10%) :

La présence au cours est obligatoire et contrôlée par une feuille de présence. Cette présence doit être active : on attend de l'étudiant.e qu'il-elle participe à la discussion, qu'il-elle prenne des notes et qu'il-elle pose des questions.

Deux absences seront tolérées pendant toute l'année

Horaire et dates importantes

Semaine du :	Chapitres de <u>En Bonne Forme</u>	Exercices à faire	Textes et Littérature
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Suggestions to help you get the most out of French 1900

1. Introduction

Bienvenue au cours Français 1900!

For many of you, this will be your first French course at the university level. Whether it is or not, you probably have some questions as to what is expected of you and what you need to do to succeed in the course and make it a valuable learning experience.

The purpose of these pages is to provide answers to some of those questions. Some of the information relates specifically to this course, while other parts deal with more general aspects of second language learning. These suggestions are given in English to allow you to put them to use quickly at the beginning of the course, but it goes without saying that French will still be the official language of communication in French 1900.

2. Study a lot

French 1900 is an intensive language course. You will find that, particularly in the study of grammar, we will move through the subject matter more quickly than you did at the high school level. You will be expected to do a considerable amount of grammar exercises and readings: don't let yourself fall behind. It is important that you carefully reread w

1. Use French outside class whenever you can

The need for extra practice:

Learning a language is somewhat different from stu

French media:

One of the obvious sources of French language "input" can be found in the media. In addition to Radio-Canada, TVO and other television channels (especially TV5 if you have cable), you can tune in to a French radio station, CJBC. There are also books and periodicals. The Weldon library is very well stocked with novels and other books in French, and has subscriptions to a number of French newspapers and magazines. A store on Dundas Street, Multimag, carries several French magazines, and if you go to Toronto, you will find a wide selection of reading material at the following locations: Librairie Champlain on Queen St. E. and La Maison de la Presse Internationale on Yorkville Ave. The Internet offers a wealth of material – you will find some useful starting points for surfing the web in French in the French Hits on the Web book on the reading list for this course. Reading in French above and beyond what is required of you in your schoolwork can be stimulating and entertaining if you seek out material which relates to your interests.

Music:

Music, particularly folk music or popular music, can also be a great way of improving your French. If you listen to the French radio station, you will begin to recognize a few artists you like. In addition, if you ask francophones with musical tastes similar to your own, you may also discover music that appeals to you. London record stores carry some French music and HMV will probably make special orders if you can't find what you are looking for. Many websites also can guide you in an exploration of French music. Memorizing the lyrics to songs is an excellent aid to learning a second language.

Speaking French:

In addition to reading and listening to French outside of class, it is a good idea to take advantage of opportunities to me3996(e)-4.87993(n)19(a)5.13921()-2.44/R22 12 Tf 119(a)5.13921()-2.44119(119(a)5)7.57917(t)ot054(i)

2. Standard written language vs. familiar spoken language

We all know that the type of English people speak varies according to their geographical origin and social class. If you put the Queen of England, a plumber from Liverpool, CBC anchorperson Peter Mansbridge and a fisherman from Newfoundland together on stage and asked them to speak naturally for five minutes, you could be sure that they would talk much differently from each other. They would, however, all be speaking English. An audience of Canadians and British people would probably understand most of what is said, although they might find the Queen and Peter Mansbridge easier to understand than the Liverpudlian and the Newfoundlander, because they speak more standard varieties (or dialects) of the language.

French, like English, shows considerable dialect variation. Acadians in New Brunswick do not speak exactly the same variety of French as Quebecers or as Franco-Ontarians, just as Belgians speak a dialect that is somewhat different from the French spoken in France. Yet if we compare the French spoken by news announcers on Canadian and European television, we find that, despite some regional characteristics, the similarities greatly outweigh the differences. Such "neutral" varieties of language are called "standard" or "standardized" language. Standardization can, however, be a very imprecise matter when we are dealing with the spoken language.

In written language, on the other hand, standardization is pervasive. What works well in familiar spoken French may be considered by educated francophones to be incorrect in the written language. For example, in spoken Canadian French, you can say *Si tu aurais fait ton travail, tu aurais pu sortir*. However, the use of the conditional past *aurais fait* is considered incorrect in the written language, where the pluperfect *avais fait* is required. Negation provides another good example. In the spoken language, the *ne* is usually left out. In written French, on the other hand, it is never left out (except when representing spoken language in dialogues for example). Written French generally allows less variation than spoken French. It obeys strict grammar rules which are more or less the same throughout the francophone world.

In French 1900, considerable importance is placed on the written language. It is therefore important at this stage to develop a rigorous attitude towards written form. If your instructor does not accept in a composition a word or expression which you learned in the streets of Montréal, Paris, or Sturgeon Falls, it may not be because it is "bad French", but rather that it is simply not deemed acceptable according to the norms of formal written French.

6. Multi-media lab work

A description of this component of the course is included in the weekly assignment section of your syllabus (along with major assignment due dates, mid-term test dates, etc.). This part of the course is intended to be useful (see the description of the c

8. Strategies of successful language learners

Many researchers in applied linguistics are interested in studying what it is that makes some people more successful language learners than others. They seek to identify, among other things, the

9. Taking charge of your own learning

In these pages, I have stressed the importance of looking for chances to use the language and looking for the learning techniques that work best for you. French 1993(i)1.656(q)-4.87993a1 tnthanag fu.eed